



Fitzwaryn

JOB DESCRIPTION

This job description should be read in conjunction with the current School Teachers' Pay and Conditions Document and the provisions of that document will apply to the post holder.

The performance of all the duties and responsibilities shown below will be under the reasonable direction of the Headteacher; and the Deputy Headteacher, or other Senior Manager if appropriate, will be mindful of his/her duty to ensure that the employee has a reasonable workload and sufficient support to carry out the duties of the post.

As of February 1st 2013 Fitzwaryn School became part of The Propeller Academy Trust with Kingfisher Special School and Abingdon and Witney College. The post attached to this specific job description is based at Fitzwaryn. However, there may be a requirement to teach across the trust after consultation.

This job description will be reviewed at least annually and any changes will be subject to consultation. The school's Grievance Procedure will be used to resolve any dispute arising out of the job description. Other relevant policies may be the Stress at Work Policy and the Dignity at Work Policy.

You will be expected to carry out the professional duties of a teacher as outlined in the School Teachers' Pay and Conditions Document currently in operation, or any subsequent legislation. You will be required to participate in the organisation, management and conduct of the school in accordance with the Articles of memorandum, policies of the Propeller Academy Trust and within the direction of the Local governing body and Headteacher.

Standards and Achievement

Targets

Setting clear and challenging targets for each pupil that build on prior attainment

Assessment

- Assess how well learning objectives have been achieved and use them to improve specific aspects of teaching
- Mark and monitor pupils' work and set targets for progress
- Assess and record pupils' progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which the pupil is achieving
- Have high expectations of children and young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them
- Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for their subjects/curriculum areas, including those related to public examinations and qualifications
- Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs
- Use an appropriate range of approaches to assessment, including the importance of formative assessment
- Use local and national statistical information to evaluate the effectiveness of their teaching, to monitor the progress of those they teach and to raise levels of attainment
- Know how to use reports and other sources of external information related to assessment in order to provide learners with accurate and constructive feedback on

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their strengths, weaknesses, attainment, progress and areas for development, including action plans for improvement

- Make effective use of an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring learners' progress and levels of attainment

Professional Standards

- Hold positive values and attitudes and adopt high standards of behaviour in their professional role
- Maintain an up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework within which they work, and contribute to the development, implementation and evaluation of the policies and practice of their workplace, including those designed to promote equality of opportunity
- Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation
- Provide learners, colleagues, parents and carers with timely, accurate and constructive feedback on learners' attainment, progress and areas for development
- Support and guide learners so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent learners
- Use assessment as part of their teaching to diagnose learners' needs, set realistic and challenging targets for improvement and plan future teaching
- Review the effectiveness of their teaching and its impact on learners' progress, attainment and well-being, refining their approaches where necessary
- Review the impact of the feedback provided to learners and guide learners on how to improve their attainment
- Participate in training and other learning activities and performance development as required.

Teaching and Learning

Planning

- Identifying clear teaching objectives and specifying how they will be taught and assessed
- Plan and teach challenging, well-organised lessons and sequences of lessons that:
 - are informed by relevant and up-to-date subject, curriculum and pedagogical knowledge;
 - use a range of teaching and learning strategies and resources, including e-learning, adapted to meet learners' needs effectively; and
 - Take account of the prior learning and attainment of those they teach and underpin sustained progress and effective transitions
- Plan, set and assess coursework for examinations, homework and other out-of-class assignments to sustain learners' progress and to extend and consolidate their learning
- Identify and provide opportunities for learners to develop literacy, numeracy, ICT and thinking and learning skills appropriate within their phase and context

Subject Knowledge

- Have a secure knowledge and understanding of the subjects/curriculum areas they teach including: the contribution that their subjects/curriculum areas can make to cross-curricular learning, recent relevant developments, and related pedagogy
- Know and understand the relevant statutory and non-statutory curricula and frameworks, including those provided through the National Strategies, for their subjects/curriculum areas and other relevant initiatives across the age and ability range they teach

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- Know how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities
- Have a more developed knowledge and understanding of the subjects/curriculum areas they teach, and of how learning progresses within them

Teaching

- Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally
- Teach engaging and motivating lessons informed by well-grounded expectations of learners and designed to raise levels of attainment
- Be flexible, creative and adept at designing and refining approaches to teaching that are effective and consistently well-matched to learning objectives, integrating recent developments, including those relating to pedagogy

Management of Pupil Learning

- Have a good, up to date working knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise the learning experience to provide opportunities for all learners achieve their potential
- Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise the learning experience to provide opportunities for all learners achieve their potential
- Identify SEN or very able pupils
- Provide clear structures for lessons maintaining pace, motivation and challenge
- Make effective use of assessment and ensure coverage of programmes of study
- Ensure effective teaching and best use of available time
- Monitor and intervene to ensure sound learning and discipline
- Use a variety of teaching methods to:
 - match approach to content, structure information, present a set of key ideas and use appropriate vocabulary
 - use effective questioning, listen carefully to pupils, give attention to errors and misconceptions
 - select appropriate learning resources and develop study skills through library, ICT and other resources
- Have a creative and constructively critical approach towards innovation; being prepared to adapt their practice where benefits and improvements are identified
- Act upon advice and feedback and be open to coaching and mentoring

Leadership and Management

- Establish a purposeful and safe learning environment which complies with current legal requirements, national policies and guidance on the safeguarding and well being of children and young people so that learners feel secure and sufficiently confident to make an active contribution to learning and to the school
- Make use of the local arrangements concerning the safeguarding of children and young people
- Identify and use opportunities to personalise and extend learning through out of school contexts where possible making links between in-school learning and learning in out-of-school contexts.
- Manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in line with the school's behaviour policy
- Use a range of behaviour management techniques and strategies, adapting them as necessary to promote the self-control and independence of learners
- Promote learners' self-control, independence and cooperation through developing their social, emotional and behavioural skills

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- Work as a team member and identify opportunities for working with colleagues, managing their work where appropriate and sharing the development of effective practice with them
- Promote collaboration and work effectively as a team member
- Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback

Pupil and Community Voice

- Ensure pupils acquire and consolidate knowledge, skills and understanding appropriate to the subject taught
- Evaluate their own teaching critically to improve effectiveness
- Prepare and present informative reports to parents
- Establish effective working relationships and set a good example through their presentation and personal and professional conduct
- Evaluate their performance and be committed to improving their practice through appropriate professional development
- Communicate effectively with learners and colleagues
- Communicate effectively with parents and carers, conveying timely and relevant information about attainment, objectives, progress and well-being
- Recognise that communication is a two-way process and encourage parents and carers to participate in discussions about the progress, development and well-being of children and young people
- Recognise and respect the contributions that colleagues, parents and carers can make to the development and well-being of children and young people, and to raising their levels of attainment
- Have a commitment to collaboration and co-operative working where appropriate
- Identify and use opportunities to personalise and extend learning through out of school contexts where possible making links between in-school learning and learning in out-of-school contexts

Duties relating specifically to you:

1. Class Responsibility: To be confirmed at interview
2. Whole School Responsibility: Subject coordination. (TBA after induction period)
3. Responsibility towards TA
 - To give clear directions to TA of what is required (management of time).
 - To assess the child in partnership with the TA.
 - To give prior information on: curriculum, scheme of work, lessons.
 - To prepare sessions, give advice, organise differentiation of work.
 - To support the TAs when children need discipline.
 - To make time to discuss sessions and review lesson content and systems of working.
 - To value the TA.

General Responsibilities

Taking appropriate responsibility for one's own health, safety and welfare and the health and safety of pupils, visitors and work colleagues in accordance with the requirements of legislation and locally-adopted policies; including taking responsibility for raising concerns with an appropriate manager.

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment.

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